

**Montclair State University**  
**Graduate Teacher Education Program**  
**(Initial and Advanced Teacher Education Programs)**

**Development of Educational Thought, EDFD 520: Assessment of Final Paper or Project**  
 (September 2003)

These criteria are to be applied to a final summary essay or other summative project that requires students to develop a philosophy of education in relation to their experience, educational values, the course readings, and class discussions.

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
1. <i>Thinking systematically about one's practice: Deepening knowledge and applying new theories and experiences to one's teaching.</i> (6c [Advanced])	Candidate makes little or no connection between course texts and discussions, and his/her teaching context. S/he fails to see the relevance of the text and discussions to issues arising from his or her teaching context; fails to give examples relevant to the texts and discussions drawn from his or her teaching context; fails to see how class texts and discussions can transfer into the context of her own teaching context.		Candidate makes some connections between course texts and discussions, and his/her teaching context. S/he sometimes sees the relevance of the text and discussions to issues arising from his or her teaching context; sometimes gives examples relevant to the texts and discussions drawn from his or her teaching context; sometimes sees how class texts and discussions can transfer into the context of her own teaching context.		Candidate makes <b>significant</b> connections between course texts and discussions, and his/her teaching context. S/he makes <b>deep and frequent</b> connections between the text and discussions, and issues arising from his or her teaching context; gives <b>sophisticated</b> examples relevant to the texts and discussions drawn from his or her teaching context; sees <b>clearly</b> how class texts and discussions can transfer into the context of his/her own teaching context.

**NOTE:** Bold is used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4).

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
2. <i>Understanding of roles played by race/ethnicity, social class, gender, and special needs in life experiences and worldview.</i> (3a [Initial]; 2a [Advanced])	Candidate makes few or no connections between course texts and discussions, and issues of diversity, including race, gender, social class, and special needs. S/he fails to see the relevance of the text to issues of diversity; fails to give examples of issues of diversity from his/her own experience; fails to see how class concerns with issues of diversity can transfer into the context of his/her future teaching.		Candidate makes some connections between course texts and discussions, and issues of diversity, including race, gender, social class, and special needs. S/he sometimes sees the relevance of the text to issues of diversity; sometimes gives examples of diversity from his/her own experience; sometimes sees how class concerns with issues of diversity can transfer into the context of his/her future teaching.		Candidate makes <b>significant</b> connections between course texts and discussions, and issues of diversity, including race, gender, social class, and special needs. S/he makes <b>sophisticated and thoughtful</b> connections between the text and issues of diversity; gives <b>thoughtful</b> examples of issues of diversity from his/her own experience; <b>almost always</b> sees how class concerns with issues of diversity can transfer into the context of his/her future teaching.
3. <i>Understanding of and belief in the educability of all children.</i> (3b, 12a [Initial]; 2b, 9a [Advanced])	Candidate makes few or no connections between course texts and discussions, and issues related to the educability of all children. S/he fails to see the relevance of the text to issues of the educability of all student; fails to give examples from his or her own experience of how to educate all students; fails to see how class concerns with the educability of all children can transfer into the context of his/her future teaching.		Candidate makes some connections between course texts and discussions, and issues related to the educability of all children. S/he sometimes sees the relevance of the text to issues of the educability of all students; sometimes gives examples of how to educate all students from his/her own experience; sometimes sees how class concerns with the educability of all children can transfer into the context of his/her future teaching.		Candidate makes <b>significant</b> connections between course texts and discussions, and issues related to the educability of all children. S/he sees <b>significant</b> relations between the text and issues of the educability of all students; gives <b>thoughtful</b> examples from his/her own experience of how to educate all students; <b>clearly</b> sees how class concerns with the educability of all children can transfer into the context of his/her future teaching.

**NOTE:** Bold is used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4).

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
4. <i>Understanding of how children learn and develop.</i> (2 [Initial])	Candidate makes few or no connections between course texts and discussions, and the nature of learning. S/he fails to see the relevance of the text to current issues of learning; fails to give examples of learning from his/ her own experience; fails to see how class democratic practices can transfer into the context of his/her future teaching.		Candidate makes some connections between course texts and discussions, and the nature of learning. S/he sometimes sees the relevance of the text to current issues of learning; sometimes gives examples of learning from his/her own experience; sometimes sees how class democratic practices can transfer into the context of his/her future teaching.		Candidate makes <b>significant</b> connections between course texts and discussions, and the nature of learning. S/he <b>clearly</b> sees the relevance of the text to current issues of learning; gives <b>thoughtful</b> examples of learning from his/her own experience; <b>clearly</b> sees how class democratic practices can transfer into the context of his/her future teaching.
5. <i>Understanding of democracy and commitment to democratic practice.</i> (6, 12g [Initial]; 5, 9g [Advanced])	Candidate makes few or no connections between course texts and discussions, and issues of democracy. S/he fails to see opportunities to raise issues of democratic practice; fails to see relevance of democratic practice to other educational objectives; fails to see the power of democratic learning to empower students.		Candidate makes some connections between course texts and discussions, and issues of democracy. S/he sometimes sees opportunities to raise issues of democratic practice; sometimes sees the relevance of democratic practice to other educational objectives; sometimes sees the power of democratic learning to empower students.		Candidate makes <b>significant</b> connections between course texts and discussions, and issues of democracy. S/he sees <b>many</b> opportunities to raise issues of democratic practice; sees the <b>deep</b> relevance of democratic practice to other educational objectives; <b>clearly</b> sees the power of democratic learning to empower students.

**NOTE:** Bold is used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4).

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
6. <i>Critical examination of and reflection on practice in one's field.</i> (9, 12h [Initial]; 6c, 9h [Advanced])	Candidate does not engage in critical examination or reflection on practice in his/her field. S/he appears to accept the conventional notion of issues/practices. S/he does not incorporate novel information or points of view in his/her writing. S/he does not clarify or expand on his/her views. S/he gives little if any consideration to the relevance and meaning of issues/practices for different people, or to the impact of social and political context on issues/practices.		Candidate engages in some critical examination and reflection on practice in his/her field. S/he does not always accept the conventional notion of issues/practices. S/he incorporates some novel information or points of view in his/her writing. S/he clarifies or expands on some of his/her views. S/he gives some consideration to the relevance and meaning of issues/practices for different people and to the impact of social and political context on issues/practices.		Candidate engages in <b>significant</b> critical examination and reflection on practice in his/ her field. S/he does not accept the conventional notion of issues/practices, but <b>gives serious thought to them him/herself</b> . S/he incorporates <b>significant</b> novel information or points of view in his/her writing. S/he clarifies and expands on his/her views. S/he is <b>highly sensitive to the influence of social and political context on issues/practices</b> . S/he <b>thoughtfully</b> considers the relevance and meaning of issues/ practices for different people.

**NOTE:** Bold is used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4).

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
7. <i>Willingness and ability to think critically and consider multiple perspectives.</i> (5, 12h [Initial];4, 9h [Advanced])	Candidate uses little or no critical thinking and generally does not consider multiple perspectives. S/he appears unaware of or resistant to different points of view. S/he has considerable difficulty considering problems from different points of view; developing consistent positions; offering relevant reasons, explanations, and evidence; evaluating reasons and explanations of others; identifying assumptions and implications; and making logical connections, comparisons, and contrasts among ideas.		Candidate uses some critical thinking and generally considers multiple perspectives and different points of view. For the most part, s/he considers problems from different points of view; develops consistent positions; offers relevant reasons, explanations, and evidence; evaluates reasons and explanations of others; identifies assumptions and implications; and makes logical connections, comparisons, and contrasts among ideas.		Candidate is <b>an exceptionally deep, skillful thinker</b> . S/he <b>understands the importance of considering multiple perspectives, and consistently does so</b> . S/he <b>consistently</b> considers problems from different points of view; develops consistent positions; offers relevant reasons, explanations, and evidence; evaluates reasons and explanations of others; identifies assumptions and implications; and makes logical connections, comparisons, and contrasts among ideas. <b>S/he is open to changing his/her understanding based on his/her inquiry.</b>
8. <i>Fluent writing that communicates clearly.</i> (11 [Initial]; 8 [Advanced])	Candidate has weak written communication skills. Problems include: confusing or inappropriate organization, insufficient development of ideas, inconsistent focus on the issue at hand, lack of specific and valid support for arguments, and unclear transitions. The writing does not show sufficient depth of thought, and is not grammatically correct or neatly presented.		Candidate has solid written communication skills. For the most part, s/he organizes writing clearly and appropriately, provides adequate support for ideas, focuses on the issue at hand, provides specific and valid support for arguments, and uses clear transitions. The writing shows sufficient depth of thought. It is grammatically correct and neatly presented.		Candidate has <b>exceptional</b> written communication skills. S/he <b>consistently</b> organizes writing clearly and appropriately, <b>fully supports all ideas, focuses directly</b> on the issue at hand, provides specific and valid support for arguments, uses clear and <b>sophisticated transitions</b> , and <b>writes in a mature style</b> . The writing shows <b>exceptional depth of thought</b> and is grammatically correct and neatly presented.

**NOTE:** Bold is used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4).

**NOTE:** Bold is used to indicate qualities/behaviors that distinguish an “exceeds expectations” (5) rating from “meets expectations” ratings (3 and 4).